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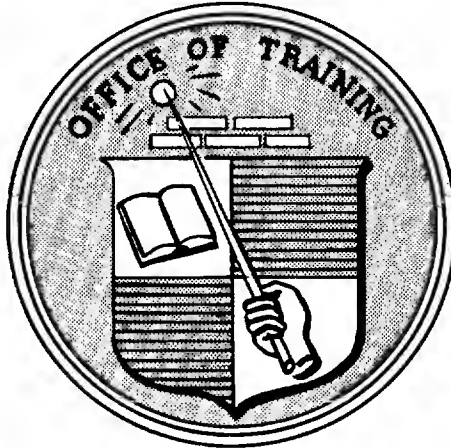
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The Bulletin Board

INSTRUCTIONAL TECHNIQUES COURSES TAILORED TO NEEDS

The type of instructor training now being emphasized by the Office of Training is a "tailor-made" course designed to meet the specific needs of instructors from any Agency unit. Course content and methods aim to provide knowledge and practice in the kinds of instructing for which the particular group of instructors is responsible in present or anticipated assignments. Ordinarily the course has a maximum of 10 and a minimum of 5 students. Any Training Officer interested in having an Instructional Techniques Course designed for instructor-personnel in his unit can make arrangements for the training by contacting [REDACTED] extension 2155 or 2230.

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A more general Instructional Techniques Course is scheduled for two weeks (80 hours) from 1 through 12 June. This offering will include acquaintance with and practice in such instructional duties as lecturing, demonstrations, lesson planning, discussion techniques, development and use of training aids and evaluating students' learning. The only prerequisite for the course is a present or projected assignment involving instructional responsibilities. Applications for the course

must be received by the Registrar not later than close of business on Monday, 25 May.

SOURCES OF INFORMATION ON COLLEGES, UNIVERSITIES AND OTHER EXTERNAL TRAINING FACILITIES

The Information Branch, Registrar's Staff, Office of Training, is a focal point within the Agency for information about external educational facilities. Catalogs from major universities and colleges not only in the United States but also from numerous foreign countries are available for reference to all CIA employees. Brochures on conferences and professional meetings as well as training programs of other Government agencies and of the Military Establishment are on file.

Two reference books, Lovejoy's College Guide and Study Abroad, are particularly useful since they contain facts on college admissions, costs, scholarships, and accreditation, both here and overseas. A current bookshelf of American Management Association volumes is also maintained.

This material is available in Room 2611 Quarters Eye. If it is inconvenient to examine the catalogs personally, inquiries may be made by phone on extension 8271 or 4625.

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ENROLLMENT IN
INTELLIGENCE TECHNIQUES COURSE
NO LONGER RESTRICTED

The OTR Intelligence Techniques Course scheduled to begin on 4 May will be open to all qualified Agency personnel. Up to the present time enrollment in the course has been limited primarily to Junior Officer Trainees. The course is given by the Intelligence School. It is a full-time, four-week course devoted to the study and practice of the intelligence production methods used by the various components of the DDI area of the Agency.

The course includes a brief review of the organization, mission, and function of each of the DDI offices, practical exercises in the production techniques used in the various offices, and training and practice in the principles of intelligence research. Most of the instruction is conducted on the "do-it-yourself" plan. Actual problems of intelligence production are posed, and under the guidance of the instructors the students work out the solutions to the problems. In addition to the training in information analysis, methodology, and estimative techniques, considerable instruction is given in the writing and speaking skills. All the instructors in the course have had intelligence production experience in the DDI area.

The course is not recommended for experienced intelligence analysts. It is designed to meet the needs of those who have little experience in intelligence analysis; of those who serve in staff, support, and liaison capacities in the DDI; of those whose career plans include eventual

assignment as intelligence analysts; and of DDS and DDP intelligence officers for whom a basic understanding of DDI production problems and practices would be beneficial. The minimum grade level required is GS-7, and enrollment will be limited to twenty students.

[REDACTED] may be consulted for any further information on course substance. Registration for the course should be in the Registrar's office no later than 27 April.

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NOONTIME MOVIES RESUMED

Noontime movies are being resumed as of 25 March and will be shown each Wednesday and Thursday thereafter throughout the month of April at 1200 hours in Room 1-82 Quarters Eye.

Some films are factual; others are features. Although the newsreels are several years old, they can be practical exercises in variations of speech. Employees who want to improve foreign language skills or to acquire additional knowledge of the areas identified in the titles will find the films of considerable help.

When occasionally it may be impossible to secure a scheduled film, a substitution will have to be made. The schedule will be found on page 19.

Any inquiries about the schedule should be made of [REDACTED] on extension 2381.

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RELOCATION OF LAS OFFICES

25X1A9a All offices of the Language and Area School except those of Foreign Language Testing, under direction of [REDACTED] (X 2780), are now located in Quarters Eye. Room numbers and extensions are listed in the Directories, page 34.

We remind employees that language proficiency tests will continue to be given in 2132 "I" Building. The language laboratory will also be retained in that area. Lab hours will remain the same:

Daily : 0700 to 2030 hours
Saturday: 1000 to 1400 hours

INTELLIGENCE BRIEFINGS EVERY FRIDAY

Each Friday at 1230 hours, an OCI Briefing Officer delivers a briefing in the R&S Auditorium on intelligence findings of the week. These briefings, classified SECRET, are similar to those given by the OCI Briefing Officers to high-level audiences in the Agency and elsewhere in the Government. They summarize important world events and their significance. Occasionally, an entire period may be devoted to a briefing by an area expert on a single area or on a subject currently in the news.

The briefings have continued for upwards of a year. They are serving

their purpose of informing those in attendance on world happenings. All Agency members are cordially invited.

INTELLIGENCE EXHIBITS FOR APRIL AND MAY

The Support and Intelligence Products Exhibits, which will be shown in the R&S Auditorium during April and May, have been scheduled as follows:

Support Exhibit
1400 - 1600 hours
22 April
20 May

Intelligence Products Exhibit
0930 - 1200 hours

23 April
21 May

Although designed primarily as integral parts of the Intelligence Orientation Course, the exhibits should be of interest to all Agency employees. They present comprehensive views of many Agency activities including the role of the DD/S in supporting activities by men and materials, and that of the DD/I in collecting and producing intelligence.

All Agency employees are invited to attend both exhibits. Invitations to the Intelligence Products Exhibit will be extended to the USIB.

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OTR REQUIRES EARLY REGISTRATION
FOR SUMMER SCHOOLS

Registration dates for summer sessions of local universities are shown in the schedule below. If you wish to consult the catalogs of these schools, the Information Branch, Registrar's Staff, has reference copies available in Room 2611 Quarters Eye.

American University	19-20 Jun
Catholic University	26 Jun
Dept. of Agriculture Graduate School	1- 6 Jun
George Washington U.	15 Jun
Georgetown University	15-16 Jun
Howard University	22 Jun
University of Maryland	22 Jun
University of Virginia (Extension)	1 Jun (tentative)

We wish to call attention to the fact that registration as an Agency-sponsored student requires lengthy processing and that it is necessary to establish OTR registration dates well in advance of those scheduled by the universities. Any employee for whom attendance at one of these summer sessions is planned should have an external training request, Form 136, in the Registrar's office no later than four weeks before the registration dates of the school.

CLERICAL SKILLS QUALIFICATION TESTS
SCHEDULED FOR APRIL AND MAY

Tests in shorthand and typewriting for employees required to meet Agency standards will be held:

6 April	11 May
20 April	25 May
Typewriting	1315 hours
Shorthand	1400 hours

They are given in Room 508 1016 16th Street, N.W. Supervisors should register employees for tests through Personnel Placement Officers.

Those whose test results show that their typing and shorthand skills are below the level expected of Agency personnel can take refresher courses given in OTR's regularly scheduled Clerical Refresher Program. The date of the next program can be found in the Registrar's Reminders; later dates are listed in OTR's Long-term Schedule.

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The Changing Philosophy of Management

Creation of a body of knowledge about the concept that is called "management" usually results in discussions about practical applications of experience or the recital of a series of well-worn maxims. If the subject of management is to be considered seriously, it should also have philosophic as well as practical implications. The evaluation of a valid managerial philosophy is, of necessity, a first step before exact principles and practical applications can be developed. The excerpts cited below are taken from an article, The Changing Philosophy of Management,¹ written by Erwin H. Schell, Professor Emeritus at Massachusetts Institute of Technology, who is attempting to evolve a new philosophic approach to management.

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A truly philosophic approach to any procedure requires no proof, for its validity is self-evident. Likewise, a philosophic approach to management may well rest upon concepts whose clearness and simplicity infer an obvious soundness. Such a philosophy should accord with current realities in order to be of direct use; and in order to be of continuing usefulness, it must contain living qualities of inner growth and adjustment to change which enable it to exist in harmony with evolutionary, and even revolutionary, development. A new philosophy of management of this type is essential, and one is able to see and discuss philosophic changes by examining some currently significant managerial attributes:

Foresight - The more rapid the accelerative change, the farther must be the fore-look because the future more rapidly becomes the present. Therefore, proportionally more time at top levels must be assigned to forward thinking. The new philosophical viewpoint here is that the practical prophet literally lives in a span of time reaching from the present into distant days ahead.

Perceptiveness - Today the power of facts is little questioned. The philosophic implications in this area are profound. Periodic assemblage and dissemination of facts are being replaced by flow-patterns, whereby continuous data flow is made available to the decision-makers. This form of current information-flow calls for new human abilities. The kind of awareness that can accept, absorb, and apply information of such immediacy stems from a dynamic perceptiveness that catches facts on the wing, and sees them immediately in relation to trends and changes.

Adaptability - The president of a more-than-billion-dollar company was recently quoted as saying that at the close of the next decade, 90 per cent of his company's output would be in products of which there is

1. Advanced Management. Vol. 23, No. 12, Dec. 1958. p. 18-23.

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no inkling today. The great change here is a basic shift in philosophic approach. Only a generation ago adaptability to change was viewed as a distinctly dangerous executive attribute. Today we recognize adaptability as a powerful resource.

Alacrity - Philosophic currents run deep whenever time, increasingly a function of competitive advantage, is considered. The philosophy which has usefulness here is that which sees in alacrity a promise of human release rather than a threat to human initiative.

Creativeness - The philosophy of innovation in industry today requires our industrial establishments to comb their personnel in search of employees with more than average creativeness and ingenuity. Moreover, group approach to innovative opportunities is being actively examined; an entire organization may be stimulated to contribute from its close knowledge of the work.

Constructiveness - Constructiveness incorporates a consistent desire to do the same thing better, in short, to improve. This concept is the basic support of the entire concept to accelerative change; for without improvement such flux marks a decline rather than an advance.

Persuasiveness - The new philosophic approach to adjustment to accelerative change is that of the persuader who stands beside both parties at issue with the desire to find with them the solution of their mutual problem.

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Foreign Language Training in the Soviet Union - A Qualitative View

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General Background

In the wake of the Sputnik, the press and public media have paid considerable attention to the question of language training in the USSR - and to our own deficiencies in this field. American public leaders have voiced concern over our alleged backwardness in the "language race" and over Russia's supposed preeminence in the area. Unfortunately, a tendency to over-simplify the situation and to dwell upon the positive features of Soviet language instruction has arisen. Perhaps some data will help to provide a somewhat more balanced view of Soviet theory and practice in the language-teaching field than exists at present.

During both Czarist and Soviet times, the importance of foreign language training was never seriously questioned. As elsewhere on the Continent, language had been a compulsory study for all those who went beyond elementary schooling. This immediately established a difference vis-a-vis the United States. Language study in the United States, particularly in the interval between World Wars I and II, was under constant fire, which resulted in the language requirement of many schools either being removed or else "watered down" to meaningless proportions. In Russia, too, language training in the early days of the regime was poorly developed. Until 1923 and even afterwards, the study remained optional in a large number of educational institutions of all types.

However, beginning in 1927, the Government began to take energetic measures by issuing a series of decrees aimed at improving educational standards. A 1932 decree stated that it "recognizes the necessity of providing every secondary-school graduate with the knowledge of a foreign language." From that time on, the building of language offerings has proceeded at a steadily increasing tempo.

The Experimental Ten-Year "Language" Schools

The desire to step-up the tempo of language learning and to produce an elite corps of language area experts caused the Soviets in 1948 to launch a novel and daring experiment in language training. They

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The Experimental Ten-Year "Language" Schools (contd)

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designated a number of ten-year schools to specialize in certain languages. Language instruction is begun in Grade II (at age 7 or 8) and continued through Grade X, over and above the regular secondary school subjects.

One of the most significant features of the program is the attempt to teach as many subjects as possible in the foreign language itself. An eye-witness report is available to us in the article of Professor Fan Parker, who in the summer of 1956 visited School No. 1, located in Moscow's Sokolnicheskaya Street. Dr. Parker noted that of the 305 weekly hours allocated to seventeen subjects over 18 per cent are given in English.

The American specialist further noted that while the major objective of the instruction "is to enable the student to read with ease and fluency, oral competence is not neglected." Students are divided into groups of 10-12 for frequent conversational practice, which is of high quality.

The network of these experimental schools is being steadily expanded. By now, for French, English, and/or German, two schools exist in Leningrad and one each in Stalingrad, Gorkiy, Yaroslavl, Perm (formerly Molotov), Kazan', and Ufa.

The Soviets have also been greatly increasing the range of languages taught by these schools - mainly in the direction of the tongues of the Middle and Far East. Quite recently, Boarding School No. 14 in Frunze Rayon of Moscow introduced children in Grade II to Chinese, which will be pursued through Grade X. Two Leningrad schools in 1957 initiated the teaching of Eastern languages. At Boarding School No. 5, the pupils are studying Chinese under the tutelage of experienced Orientalists and are being assisted by Chinese students studying in Moscow. Leningrad Boarding School No. 4 has introduced Hindi.

Central Asia schools are being "commissioned" to teach the languages of the Middle East and the Indian Subcontinent. Uzbekistan has obviously become the "pilot" area for this experiment. Eight schools were designated in 1956 to teach Eastern tongues: five schools in Tashkent are teaching Hindi, Chinese, and/or Arabic; three schools in Bokhara and Samarkand are specializing in Persian and Urdu.

Like the Moscow prototype, these schools have announced their intention of teaching as many courses as possible in the foreign language itself, as soon as the students have acquired enough linguistic knowledge. Great emphasis is placed on using the language outside the classroom.

Although scant data are available on the process of selection of the youngsters for the experimental program, and of its day-by-day working

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The Experimental Ten-Year "Language" Schools (contd)

achievements, it would seem that this effort has a bright future. The evidence of psychological, physiological, and linguistic research indicates that the earlier youngsters are introduced to language study, the more lasting are the results. Moreover, considering the very heavy investment of time required for the mastery of such languages as Arabic and Chinese, the early start provided by the Soviets is almost certain to pay rich dividends in producing linguists of the highest qualifications.

Language Training in the Ten-Year School - the Search for Standards

Meanwhile the search for standards continued at the level where the greatest number of students is involved in foreign language study. Consequently, it is not surprising that the bulk of literature on language teaching methodology in the Soviet Union concerns itself with the problems of the ten-year school.

Officially the objectives of language teaching in the ten-year school are the ability to read, write, and speak a foreign language within the range of the prescribed material. In addition, for each language, a basic word list of some 2,500 items is to be mastered by the end of Grade X. As in the United States, where language instruction is largely left to local option, the methods used in gaining the objectives are not specified. As a result, Soviet language literature is shot through with constant polemics on methodology.

In actual practice, language instruction in most ten-year schools appears to be based on the "grammar-translation" method. The word lists, grammatical rules, and exercises of the textbooks are assigned as homework. During the class hour much, if not the bulk, of the time appears to be devoted to "analiticheskoye chtenie" or analytical reading. This consists of a very minute grammatical analysis of sentences or of brief reading portions. Although this procedure has obvious merit, little time is left for reading and conversational drill. Altogether the approach is reminiscent of the "parsing" of English sentences in American classrooms of the late 19th and early 20th centuries.

No single feature of Soviet language teaching is so constantly and so devastatingly criticized in the professional journals as is the emphasis on grammatical analysis. The results achieved in the six years of training are attacked not only in the professional journals but occasionally in the general press. For example, a Pravda editorial of November 30, 1956, is devoted to the problem of: "Why the Graduates of Our Schools Have Such a Poor Knowledge of Foreign Languages." Examination of 517 graduates who had finished ten-year schools in various parts of

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Language Training in the Ten-Year School - the Search for Standards (contd)

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European USSR in 1951-1952 and who had applied the following school year for admission to the Krivoy Rog Mining Institute revealed a poor state of preparation. Although these graduates could rattle off grammatical rules in English, French, or German, they read poorly and slowly; and not a single one could carry on even the simplest conversation in the foreign tongue.

Dissatisfaction with the status of language teaching and the mounting chorus of criticism in recent years brought about measures intended to improve instruction. On the basis of resolutions adopted at the 19th Party Congress, calling for major changes in the secondary-school system, the Ministry of Education of the Russian Soviet Federated Socialist Republic (RSFSR) elaborated a new language program, announced in 1954 and scheduled to go into effect in the 1955-1956 school year.

There is no question that Soviet language teachers are deeply concerned with the inadequacies of their language teaching effort, particularly at the secondary level. Probably the best summation of the situation, and blueprint for improvement, is an article entitled "To Improve the Teaching of Foreign Languages in the Secondary School." Some of the weaknesses of the practices at the time singled out by the author, I. V. Karpov, Director of the Section of Foreign Language Methods of the Institute of Foreign Language Methodology of the Academy of Pedagogic Sciences of the RSFSR, were the following:

1. A more flexible foreign language program and the expansion of the number of courses actually taught in a foreign tongue;
2. Introduction of foreign language study earlier than Grade V and an increase in the number of hours. This needs to be coupled with a serious attempt to secure better coordination between the secondary school and higher education;
3. Increase in use of audio-visual aids;
4. Expansion of adult language study courses;
5. Objective in the secondary school of a 40 per cent enrollment in English, 40 per cent in German, and 20 per cent in French.

Unfortunately, the very nature of the Soviet insistence on Marxist self-criticism gives the foreign observer a distorted impression of the true state of affairs. Despite the harsh criticism made by Russian educators themselves, one must assume that much excellent teaching is being carried on by competent instructors.

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Languages in Higher Education

One of the most serious problems, without any question, is the lack of continuity in language training. Another acute problem - as is the case with American universities - is the difficulty of coping with the variations of knowledge exhibited by secondary-school graduates. These variations depend on the quality of instruction received, on the length of time since graduation, and, of course, on native ability. The professors, aware of these sharp divergences of preparation, not infrequently solve the dilemma by merely starting instruction completely from scratch.

Criticisms of present university practices sound almost identical with those made of secondary-school linguistic instruction. The lack of work in pronunciation and conversation is attacked frequently. More information on the achievements of the non-linguistic higher institutions is needed before valid judgments are possible. Nevertheless, the apparent ability of a large number, if not the majority, of Soviet technologists to read research in foreign languages must reflect a good deal of excellent teaching at the higher level.

Foreign Language Institutes

There is no institution in the United States equivalent to these five-year institutions, of which twenty existed in 1954. They are devoted to the training of future interpreters, teachers, translators, and other language specialists, as well as to publication of texts and to research.

The leading institution is the First Moscow State Pedagogic Institute of Foreign Languages, founded in 1930. It consists of three pedagogic faculties with five divisions: German, English, French, Spanish, and Italian. During its quarter century of activity, the Moscow Institute has trained more than 10,000 translators, interpreters, and teachers. Such distinguished translators as Volzhina and Kalaschnikova are graduates. The first three years, known as the "junior course," are devoted to modern language, its phonetics and grammar, and to general linguistics. Students also study general subjects including history, geography, Latin, and physical training. Twenty hours a week are directed to language study, sixteen to other subjects. The last two years are termed the "senior course," during which time students devote at least 20 hours weekly to language work. Moreover, one entire 6-hour day is spent on special projects such as preparing oral reports in the student's language specialty. During this time all courses are taught in the student's foreign language major, which means that the student is hearing, speaking, or reading a foreign language something like six hours a day, six days a week.

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Foreign Language Institutes (contd)

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Aspirantura (three years of advanced work in science and research) was organized in 1933, and 242 individuals have successfully completed this training. From their ranks the Institute has filled vacancies in its teaching staff. Institute members have authored 350 texts, of which 110 were intended for the ten-year schools.

Research is carried on in pedagogy and various phases of linguistics, particularly experimental phonetics, in which field 70 dissertations have been defended and six collections of articles published. The Institute apparently possesses an excellent laboratory.

Various American visitors have been deeply impressed by the seemingly high quality of work being done at the Moscow Institute. One must, however, exercise a certain amount of caution in reading these reports in view of the natural tendency of most institutions to parade their best students to perform before visitors. New York Times correspondent William Jordan in a dispatch dated 22 September 1956 describes his visit to the Moscow Institute of Foreign Languages. He is lavish in his praise of what he had seen. He tells of observing some advanced students listening to a speech in Russian through earphones and translating it simultaneously - United Nations interpreter style - into English. As for weaknesses, he notes in his dispatch that "... the only notable lack in the program appears to be a shortage of native speakers of the various languages with whom the students can practice conversation. Even that lack is partly compensated for by a vast supply of recorded material by native speakers."

In her speech at the 25th anniversary celebration of the Moscow Institute, Professor V. I. Pivovara recognized this deficiency when she declared that: "The time has come when we need to send faculty members of the Moscow State Pedagogical Institute of Foreign Languages abroad to enable them to perfect themselves in the language of their specialty."

Another view of a language institute is provided by Dr. Leon Twarog, Associate Professor of Slavic Languages at Boston University, who visited the Odessa Pedagogic Institute of Foreign Languages in the summer of 1957. According to Dr. Twarog, the incentive system was a positive stimulus to performance. Students, of course, have to maintain a certain level to keep their scholarships. Those who do outstanding work may go on for their aspirantura. Otherwise, graduates work for three years, then apply for further study and receive the same salary that they were paid at their last position.

A valid evaluation of the network of language institutes is not possible on the basis of the fragmentary evidence presented above; this evidence, however, generally points to a high degree of accomplishment.

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Foreign Language Institutes (contd)

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To the writer's knowledge, there is in no other country such a system of advanced language institutes which provides training of long duration and high intensity. Thanks to it, and to the training in other languages performed by universities and other establishments (such as the Oriental Institute), the Soviet state appears to be meeting its need for linguistic specialists.

Some Conclusions

On the basis of the partial evidence presented, it is possible to arrive at some conclusions, which may be rejected or confirmed on the basis of further investigation. Totalling up the trial balance, one finds that the positive features of foreign language instruction in the USSR include the following:

1. A universal belief in the value of foreign languages and the widespread desire among educational authorities to improve language study;
2. The vast numbers of students exposed to foreign language instruction, by requirements imposed at virtually all levels;
3. Wide range of languages offered;
4. Expanding network of special foreign language institutes providing intensive training of long duration, serving as a reservoir of national language needs;
5. Encouragement of superior students through scholarships and other incentives;
6. Introduction of language study at an early age.

The negative phases of Soviet language teaching appear to be as follows:

1. Overemphasis on grammar at all teaching levels, at the expense of reading practice and the spoken language;
2. Lack of clarity in the statement of objectives, particularly at the secondary level;
3. Use of textbooks poorly graded in difficulty, dull in their selections, and often overloaded with grammar;

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Conclusions (contd)

4. Lack of opportunity for Soviet instructors to perfect themselves in their specialty by foreign study, because of "Iron Curtain" travel restrictions;
5. Failure to make widespread use of audio-visual aids;
6. Lack of anything resembling uniform written examinations (such as College Board Examinations), which results in a wide variation in standards.

Thus it is that, except in the special language schools where standards appear high, the quality of language instruction in the Soviet Union shows great variation. Judging from the self-criticism of Russian language specialists, the results achieved do not correspond to the vast amount of time and effort allotted to language study in Soviet curricula. Overemphasis on grammatical analysis and the lack of audio-visual aids seem to be the most glaring weaknesses, especially during the six years of the secondary school.

Despite the weaknesses of language teaching in the USSR, of which Soviet linguists are themselves the severest judges, it appears that the Russian educational system is managing to train an ever-increasing reservoir of professional linguists, as well as personnel capable of handling foreign tongues for research purposes. The superior linguistic qualifications of Soviet diplomats have evoked widespread comment in the public media of the Western World. The huge volume of technological materials translated and abstracted in the Soviet Union also reflects the presence of a large corps of expert linguists. Even so, judging by recent pronouncements and measures, the Russians seem determined to step-up both the quality and quantity of language teaching.

Everything considered, there seems little doubt that the Soviet language effort is the most sizable one of any leading modern nation and that the American program dwarfs by comparison. If one may speak of a "language race," all signs indicate that the Soviet Union is well in the leading position.

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LANGUAGE AND AREA TRAINING

Dates for submission of requests to Registrar/TR for full-time study have been established well in advance of the starting dates of the courses so as to ensure sufficient time for the Qualifications Review Panel to consider each application. The panel's approval for this type of study must be obtained before registration of the individual can be authorized.

Applications for full-time and for part-time study should be sent through the Training Officers to the Registrar/TR, 2623 Quarters Eye, on or before the registration date. Students who have completed Phase I of a part-time language course are required to submit applications for the second phase. Both applications may be submitted at the same time.

All full-time language study includes instruction in reading, speaking, and writing; part-time is as indicated.

Full-time Study

<u>Course</u>	<u>Close of Registration</u>	<u>Dates of Course</u>
French (Basic)	Immediately	30 Mar - 28 Aug
Korean (Basic)	Immediately	After 1 Apr (Tentative)
Russian (Applied)	4 May	15 Jun - 24 Jul

Part-time Study

Arabic - Jerusalem (Basic) RSW - Phase II	---	23 Mar - 14 Aug (Canceled)
Arabic - Jerusalem (Basic) RSW - Phase I Three 2-hour classes a week	Immediately	23 Mar - 14 Aug
French (Basic) Reading Three 2-hour classes a week	23 Mar	6 Apr - 12 Jun
French (Basic) RSW - Phase III Five 2-hour classes a week	23 Mar	6 Apr - 12 Jun

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Part-time Study (contd)

<u>Course</u>	<u>Close of Registration</u>	<u>Dates of Course</u>
German (Basic) Reading - Phase I Three 2-hour classes a week	Immediately	30 Mar - 5 Jun
German (Workshop) Reading One 1-hour class and One 3-hour class a week	Immediately	30 Mar - 5 Jun
Hungarian (Workshop) Reading Two sessions a week	Immediately	6 Apr - 17 Jul
Japanese (Basic) RSW - Phase I Three 2-hour classes a week	Immediately	23 Mar - 14 Aug
Japanese (Basic) RSW - Phase II Three 2-hour classes a week	Immediately	23 Mar - 14 Aug
Romanian (Basic) Reading Three 2-hour classes a week	23 Mar	6 Apr - 12 Jun
Romanian (Basic) RSW - Phase III Five 2-hour classes a week	23 Mar	6 Apr - 12 Jun
Russian (Familiarization) Two 1-hour classes a week	23 Mar	6 Apr - 26 Jun
Russian (Basic) Reading - Phase I Three 2-hour classes a week	13 Apr	27 Apr - 7 Aug

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Part-time Study (contd)

<u>Course</u>	<u>Close of Registration</u>	<u>Dates of Course</u>
Russian (Intermediate) Reading - Phase I Three 2-hour classes a week	13 Apr	27 Apr - 7 Aug
Russian (Intermediate) Reading - Science & Technology Two 3-hour classes a week	13 Apr	27 Apr - 7 Aug (originally scheduled 20 Apr - 31 Jul)
Russian (intermediate) Reading - Economic & Political I Two 3-hour classes a week	13 Apr	27 Apr - 7 Aug (originally scheduled 20 Apr - 31 Jul)
Russian (Basic) RSW - Phase I Three 2-hour classes a week	23 Mar	6 Apr - 21 Aug
Russian (Intermediate) RSW - Phase III Three 2-hour classes a week	13 Apr	27 Apr - 7 Aug
Russian (Advanced) RSW - Phase I Three 2-hour classes a week	13 Apr	27 Apr - 7 Aug
Spanish (Basic) Reading Three 2-hour classes a week	23 Mar	6 Apr - 12 Jun
Spanish (Basic) RSW - Phase III Five 2-hour classes a week	23 Mar	6 Apr - 12 Jun

Voluntary Language Training Program (Non-duty-hours) 4 May - 14 Aug

Classes will be organized in any language and at the level for which a minimum of five persons applies. Instruction is in reading, speaking, writing. Registration date is 13 April.

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Hungarian Workshop - Reading

6 April - 17 July 1959

Part-time (4 hours weekly)

25X1A9a This course is for employees who want to improve their ability to read Hungarian at the "newspaper" level. Knowledge of basic structure and a usable vocabulary in the language are prerequisites for enrollment. Employees eligible for the course are required to be interviewed by the Chief Instructor, [REDACTED] before registration will be approved. Appointments may be made by calling [REDACTED] on extension 8318. Enrollment is limited to twelve students. 25X1A9a

One hour each week will be devoted to grammatical analysis and review. The remaining time, in one three-hour session weekly, will be spent in reading materials of the newspaper level and style under the guidance of the instructor. Applicants have the option of selecting materials of a general nature or of choosing those in their field of specialization.

Classes are scheduled to begin on Monday, 6 April. The hours will be determined later. Applicants should direct their Requests for Training (Form 73) to the Registrar/TR, 2623 Quarters Eye, before the closing date of registration, 30 March 1959.

Russian - Advanced
Reading, Speaking, Writing

27 April - 7 August 1959
Part-time

This course, consisting of two hours of speaking, two of reading, and two of writing, is designed for students who have reached the high intermediate level in Russian and who desire to develop advanced proficiency. The class will meet on Tuesdays and Thursdays from 0900 to 1100 hours and Fridays (tentative) from 1400 to 1600 hours in Room 1910 Quarters Eye. Enrollment is limited to twelve.

The written and spoken practice will be based on materials from a variety of fields, including economics, politics, sociology and literature, as well as the realities of daily living both inside and outside the Soviet Union. The problem approach will be stressed, requiring the student to converse, write letters and reports, and function within "situations" approximating those which he might encounter in dealing with Russians within the Soviet Union and elsewhere.

Throughout the course emphasis will be placed on the active control of spoken and written Russian, and the improvement of the student's

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Russian - Advanced (contd)

knowledge of vocabulary and the patterns and structure of standard colloquial Russian today.

Applications for registration should be in the office of the Registrar/TR before Monday, 20 April. A pre-enrollment interview with the Chief Instructor, [REDACTED] is required of each applicant, and arrangements for the interview may be made by calling [REDACTED] on extension 8318.

25X1A9a

25X1A9a

Noontime Movie Schedule

March and April

25 March Wednesday	Japanese Film: "Shogun and Tutor" in Samurai period. 108 min.
26 March Thursday	Russian Newsreels: 30 min.
1 April Wednesday	Russian Film: "Conspiracy of the Doomed" Anti-American propaganda film set in unnamed Balkan country. 110 min.
8 April Wednesday	French Film: "The Angel and the Sinner" (English titles) 88 min.
9 April Thursday	Russian Newsreels: 32 min.
15 April Wednesday	Italian Film: "Viaggio in Italia" (A Trip to Italy) Love story with travel background. 80 min.
22 April Wednesday	Russian Film: "Secret Mission" Anti-American film, with intelligence action during World War II. 107 min.
29 April Wednesday	German Film: "Ungarn in Flammen" (Hungary in Flames) Hungarian struggle for independence. 85 min.
30 April Thursday	Russian Newsreels: 30 min.

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Area Courses

Applications for part-time area training should be submitted to Registrar/TR on the dates indicated.

	<u>Course</u>	<u>Close of Registration</u>	<u>Dates of Course</u>
	<u>Americans Abroad Orientation</u>		
25X1A	██████████ 0900 - 1230 hours Daily 2925 Quarters Eye	30 Mar	13 Apr - 17 Apr
25X1A	██████████ 0900 - 1230 hours Daily 2925 Quarters Eye	8 Jun	22 Jun - 26 Jun
25X1A	██████████ 0900 - 1600 hours Tuesday and Thursday 2925 Quarters Eye	21 Apr	5, 7 and 12 May (originally scheduled 19 May - 21 May)

Special Courses (3) for Dependents

(0830 - 1700 hours, Room 2925 Quarters Eye)

25X1A	██████████	3 Apr 12 Jun	18 Apr 27 Jun
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Note: Details of these briefings were described on page 21 of the November-December OTR Bulletin.

Regional Survey

East Asia	13 Apr	20 Apr - 26 Jun
1400 - 1630 hours		
Monday, Wednesday, Friday		
1824 Quarters Eye		
Czech, E. Germany & Poland (CEP)	28 Apr	12 May - 16 Jul
0900 - 1230 hours		
Tuesday, Thursday		
1824 Quarters Eye		

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Regional Survey

25X1A

12 May - 16 July 1959

25X1A

The initial offering of this course is intended for case officers, reports officers, and analysts in grades GS-9 and above. It is designed to promote a better understanding of [REDACTED] and of the strategic role and potential of this key satellite area as a whole in the cold war.

25X1A

Two major procedures will be: (1) a comparative analysis of economic, social, cultural, and political forces in CEP; and (2) an examination of the relationships of CEP to cold war problems. A topical rather than a country-by-country approach will be followed, stressing similarities and dissimilarities among the three countries in respect to various topics.

Candidates for enrollment in this course are expected to have a minimum of one year of work experience with at least one of the three countries. An interview with the Chief Instructor, [REDACTED] extension 4437, is required of all prospective students. Applications should be sent through Training Officers to the Registrar/TR no later than 28 April.

25X1A9a

The class will meet from 0900 to 1230 hours, Tuesdays and Thursdays, in the 2800 Wing of Quarters Eye.

25X1A

Among the books recommended for study prior to the start of the course are [REDACTED]

25X1A

Plan of Course

Part I Orientation

- A. Survey of [REDACTED]'s strategic importance in the cold war
Role in international Communist and Soviet strategies
Role in Western anti-Communist strategic planning

25X1A

- B. Survey of key historic problems

The international setting:

1. Traditional [REDACTED]
2. Relations of [REDACTED]
3. Relations of [REDACTED]

25X1A

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B. Survey of key historic problems (contd)

The national scene:

1. The struggle for national self-determination, to post-World War II period
2. Traditional class conflicts
3. Religious schisms

Part II National Similarities and Differences: Comparative Examination of Structural Factors

- A. Physical Environment
- B. People I - Ethnic Stocks
- C. People II - Social Institutions
- D. People III - National Characteristics
- E. People IV - Intellectual and Artistic Achievements
- F. Economic Structure
- G. Governmental System

Part III National Similarities and Differences: Comparative Examination of Government Policies and Public Relations

- A. Basic Forces of Unrest
- B. Uprisings
- C. Defection
- D. Relations with International Communism and USSR

Part IV International Relations

25X1A

- A. Relations with [REDACTED]
- B. Relations with Uncommitted and Underdeveloped Countries
- C. Relations with the West
- D. Specific Problems and Issues
- E. Long-term Economic Problems
- F. Outlook and Summary

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Regional Survey

East Asia

20 April - 26 June 1959

qualified will be accepted for registration upon recommendation by the branch chief and after an interview with the Instructor, [REDACTED] extension 4437. Further details and a summary outline will be presented in a final announcement.

25X1A9a

The course is scheduled to start on Monday, 20 April, and to continue through Friday, 26 June. Classes will meet on Monday, Wednesday, and Friday from 1400 to 1630 hours in Room 1824 Quarters Eye. Applications for attendance should be in the office of the Registrar/TR no later than 13 April.

Outline of Course

Part I Significance of Geography to National Policies and Problems

- A. Physical
- B. Economic
- C. Human
- D. Political

Part II Social and Cultural Forces and National Character and Policy

- A. Family and Community
- B. Education and Mass Communication Media
- C. Rural and Urban Relations
- D. Religion and Culture in National Power Estimates

Part III Governmental and Political Structures: Where Runs the Stream of the Future?

- A. Government Organization and Function
- B. Party Organizations and Functions
- C. Marxist - Socialist Influence
- D. Intelligence and Security Organs of Government

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- Part IV Economic Health: The Sinews of Domestic Industry and Commerce
- A. Internal Organization and Relations: Communist Bloc
 - B. Internal Economic Organization and Relations: Non-Communist Bloc
- Part V Economic Diplomacy - External Economic Relations by Blocs
- A. The Communist Bloc
 - B. The Non-Communist Bloc
 - C. Role of International Economic - Fiscal Agencies in the Region
- Part VI Military Power and Defense Capabilities
- A. By Individual States and by Bloc
 - B. Strengths and Weaknesses of Regional Military Alliances
 - C. Potentials of Atomic Power and National Policies
- Part VII International Relations of the East Asia Region
- A. Regional International Relations of the East Asian States
 - B. International Relations of the Region with the World Community
 - C. Policies, Objectives and Problems of the World Community in the Region
- Part VIII Summary and Review

Americans Abroad Orientation

5, 7, and 12 May 1959

25X1A

Personal Adjustment for Americans in [REDACTED] Society

25X1A

This concentrated and revised course is designed to bring about an effective strategy and techniques of personal adjustment to [REDACTED] by Agency personnel and their dependents. Skillful strategy and effective techniques in personal adjustment are essential for effective Agency work abroad; their importance to dependents is no less vital because family satisfaction in living abroad sustains efficiency. Personnel going to [REDACTED] for the first time, or after a lapse of years, are urged to register.

25X1A

25X1A

The course deals with the significance of similarities, differences, and nuances of [REDACTED] society and how to recognize them; it deals also

25X1A

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Personal Adjustment for Americans in [REDACTED] Society (contd)

25X1A

Forces are interpreted through discussions, panels, presentations, and the use of selected film slides as well as other illustrative materials.

The course will be given in Room 2925 Quarters Eye from 0900 to 1600 hours on 5, 7, and 12 May 1959. The afternoon of the third day is a classified period and therefore for Agency staff only. Applications both for Agency personnel or their dependents should be in the office of the Registrar/TR no later than 21 April. For additional information, call the office of LAS/TR, extension 4437.

Course Summary

5 May How to Win Friends and Influence [REDACTED]

25X1A

Morning

The Purposes and Importance of Adjustmental Strategy
Factors in Your Strategy for Adjustment
Problems for Americans in the Kinds of Social Roles and
Interactions in [REDACTED] Society

25X1A

Luncheon

[REDACTED] (pay-as-you-go)

25X1A

Afternoon

[REDACTED] Life and Customs You Should Know
Situational Problems You May Meet
The Uses of the Language Available to You

25X1A

25X1A

7 May What Makes the [REDACTED] Society Tick

Morning

Traditional Forces Moulding [REDACTED] Society
The Force of New Wine in Old Bottles

25X1A

Afternoon

Shape and Direction of [REDACTED]
Basic American Policies [REDACTED]

25X1A

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Personal Adjustment for Americans in [REDACTED] Society (contd)

25X1A

12 May Living, Work and Recreation for You in [REDACTED]

25X1A

Morning

The Physical Setting: Opportunities and Attractions
The Physical Setting: You and the Area of Your Assignment
Household Problems: Maids-Shopping-Community-Neighbors-
Education-Health

Afternoon (For Agency Personnel Only)

Strategy of Personal Adjustment - Special Mission Strategy

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External Training

American Management Association

The Research and Development Division, AMA, has scheduled a European Science Forum for 30 March to 1 April 1959. This forum will be held in The Hotel Astor, New York City. The main theme of the forum is Capitalizing on European Science: How to Profit from World-Wide Research. Included:

- Sponsoring Projects in European Universities and Institutions
- Utilization of European Technology for the Department of Defense
- Organizing and Managing a European Laboratory Operation
- Liaison and Information Office Operation
- Liaison Problems from the Position of the European Scientist
- Coordinating Research Efforts
- Effective Use of European Technical Literature
- Contracting for European Representation
- Capitalizing on European Science - How to Go About It

The Personnel Division, AMA, has scheduled a number of seminars in April. These include:

Personnel Record Keeping, 30 April to 1 May - an orientation seminar on installation of more effective personnel record systems.

Appraisal As a Management Tool, 30 March to 1 April - workshop seminar

How to Use Health Exams in Industry to Build Improved Personnel Relations, 31 March to 1 April - workshop seminar

Selecting, Interviewing and Orienting the New Employee, 13 to 15 April - workshop seminar

Evaluating the Effectiveness of Personnel Administration, 27 to 29 April - workshop seminar

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Institute on Research and Development Administration

The American University will hold its fourth Institute on Research and Development Administration from 20 to 24 April 1959 at the Downtown Center, 1901 F Street, N. W., 0900 to 1630 hours daily. The Institute is a professional service of the School of Government and Public Administration of the University. Lecturers and leaders will be members of the University faculty and outstanding persons from industry and Government.

Scientists, engineers, and management personnel - both line and staff from Government, business, and industry - are eligible to enroll in the Institute.

Topics for discussion include:

- How can creativity be induced?
- What is the effect of size and organization structure on productivity?
- How can we develop and administer basic research?
- What are the criteria to achieve balance in external and internal research?
- How can scientific consultants be used effectively?
- How can programs be adjusted in objective, organization, and content to meet changed conditions?
- What are the significant new techniques in scientific information classification, storage, and retrieval?
- How can the transition from research to production be facilitated?
- How can scientist supervision be improved?
- How should staff aids to research be organized?
- What is effective leadership in research?

Summer Institutes for Science and Mathematics

The National Science Foundation has scheduled three hundred and fifty Institutes at various colleges and universities for the Summer 1959. These Institutes are designed to strengthen the subject-matter competence of science and mathematics instructors. A number of these have been scheduled in the metropolitan area. Among them are:

The American University

The History and Philosophy of Science and Mathematics, 15 June to 24 July

Recent Advances in Chemistry and Physics and Laboratory Experience Under Research Scientists, 22 June to 14 August

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Summer Institutes for Science and Mathematics (contd)

The Catholic University of America

Basic Concepts of Mathematics; Fundamental Mathematics;
Probability and Statistics, 29 June to 7 August

Georgetown University

Discrete Mathematics; Continuous Mathematics; Probability
and Statistical Inference, 6 July to 14 August

Howard University

Laboratory and Field Techniques in Biology; Radiation Physics;
Radiation Biology, 15 June to 7 August

University of Maryland

Foundations of Number Theory; Foundations of Algebra; Seminar,
22 June to 31 July

Biological Sciences; Physical Sciences, 22 June to 7 August

Institute on Ocean Transportation and Port Operations

The School of Business Administration, The American University, will hold its twelfth Institute on Ocean Transportation and Port Operations on 5 to 15 May 1959. The program is for executives who are responsible for programing and directing foreign transportation operations. One objective of the Institute is to show ways to effect close cooperation in foreign transportation between business and Government.

AMA

Two Seminars: The Hotel Astor, New York City

Building an Effective Communications System, 29 April to 1 May

How to Use Written Media to Communicate with Employees, 8 to 10 April

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Summer Institute of Executive Development for Federal Administrators

University of Chicago

A preliminary announcement of the 1959 Summer Institute contains the schedule of its program of Executive Development for Federal Administrators planned for July and August. Copies of the program will be forwarded to the Registrar/TR later in April. The announced dates are:

Two-Week Program: 29 Jun - 10 Jul
13 Jul - 24 Jul
3 Aug - 14 Aug
17 Aug - 28 Aug

Four-Week Program: 29 Jun - 24 Jul
3 Aug - 28 Aug

The subject of each of the two-week sessions, in order, is: Decision-Making, Organizational Structure, Communication, and Human Relations.

Any Agency employee who attends must have approval of his respective Deputy Director. In addition, he should have completed the OTR Basic Management Course.

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Registrar's Reminders

Information on courses can be obtained from Training Officers, the Information Branch/R/TR, or from the OTR Catalog. Approval and sponsorship of a supervisor are necessary to register in a course. Applications should be submitted through Training Officers to Registrar/TR, by the close of business of the date indicated.

	<u>Course</u>	<u>Close of Registration</u>	<u>Dates of Course</u>						
25X1A6a	* Administrative Procedures 136, [REDACTED]	13 Apr 8 Jun	20 Apr - 8 May 15 Jun - 3 Jul						
25X1A6a	Budget and Finance Procedures 149, [REDACTED]	30 Mar 8 Jun	6 Apr - 17 Apr 15 Jun - 26 Jun						
	Clerical Refresher Program Hours arranged after completion of pre-test 508, 1016 16th St.	20 Apr 25 May	27 Apr - 22 May 1 Jun - 26 Jun						
<p>Pre-testing for the Clerical Refresher Program is scheduled in Room 508, 1016 16th Street as follows:</p> <p>23 April 28 May</p> <table border="0"> <tr> <td>Typing</td> <td>0900 - 1000</td> </tr> <tr> <td>Shorthand</td> <td>0930 - 1100</td> </tr> <tr> <td>English Usage</td> <td>1100 - 1200</td> </tr> </table>				Typing	0900 - 1000	Shorthand	0930 - 1100	English Usage	1100 - 1200
Typing	0900 - 1000								
Shorthand	0930 - 1100								
English Usage	1100 - 1200								
	Communist Party Organization and Operations Daily 0830 - 1230 hours 2202 Alcott	30 Mar 1 Jun	6 Apr - 1 May 8 Jun - 3 Jul						
	Conference Techniques Monday, Wednesday 0930 - 1130 hours 2025 R&S	13 Apr	20 Apr - 27 May						

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<u>Course</u>	<u>Close of Registration</u>	<u>Dates of Course</u>
Dependents' Briefing 117 Central	(Consult Training Officer)	7 Apr - 8 Apr 5 May - 6 May 2 Jun - 3 Jun
Instructional Techniques	---	(Scheduled upon request)
* Intelligence Orientation		
DDI, DDS	6 Apr	13 Apr - 8 May
DDP, DDS	4 May	11 May - 5 Jun
DDI, DDS	1 Jun	8 Jun - 3 Jul
R&S Auditorium		
Intelligence Research - Maps Monday, Wednesday, Friday 0900 - 1200 hours 2029 R&S	11 May	18 May - 5 Jun
Management - Basic		
GS 13-15	6 Apr	13 Apr - 24 Apr
GS 11-13	18 May	25 May - 5 Jun
Daily 0830 - 1230 hours 155, [REDACTED]		
25X1A6a		
* Operations Support	4 May	11 May - 12 Jun
136, [REDACTED]		
Supervision - Basic		
GS 12-14	23 Mar	30 Mar - 10 Apr
GS 9-12	20 Apr	27 Apr - 8 May
GS 5- 7	1 Jun	8 Jun - 19 Jun
Daily 0830 - 1230 hours 155, [REDACTED]		
25X1A6a		
Supervision - Introduction to GS 9-11 Daily 0830 - 1230 hours 155, [REDACTED]	11 May	18 May - 22 May
25X1A6a		
Writing Workshop 0900 - 1200 hours 1st Wk: Monday, Tuesday, Thursday Last 3 Wks: Tuesday, Thursday 2027 R&S	27 Apr	4 May - 28 May

* Please indicate phase in which employee is to be enrolled

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CIA INTERNAL USE ONLY"O" Courses

Titles of "O" Courses are identified in the OTR Catalog (TR CC 100-1) January 1957.

<u>Course</u>	<u>Close of Registration</u>	<u>Dates of Course</u>
0-2	23 Mar	6 Apr - 15 May
0-4	30 Mar 4 May	6 Apr - 24 Apr 11 May - 29 May
0-6	27 Apr	4 May - 29 May
0-8	27 Apr	4 May - 15 May
0-10	30 Mar	6 Apr - 17 Apr
0-12 (T-22)	27 Apr	18 May - 17 Jun
0-13	Immediately	23 Mar - 10 Apr
0-15	20 Apr	27 Apr - 15 May
0-17	23 Mar	6 Apr - 1 May
0-24	4 May	18 May - 12 Jun
0-25	23 Mar 4 May	30 Mar - 17 Apr 11 May - 29 May
0-27	13 Apr	20 Apr - 1 May
0-28	11 May	18 May - 5 Jun
0-29	20 Apr 25 May	27 Apr - 1 May 1 Jun - 5 Jun
0-30	23 Mar	6 Apr - 1 May
0-31	30 Mar	6 Apr - 24 Apr

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